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ABSTRACT

In the children's book, "Lilly's Purple Plastic Purse," Lilly gets into trouble for interrupting class to show off her three shiny quarters and her purple plastic purse, which makes music when it is opened. This curriculum unit intended for students in grades 2 and 3 supports the book (and Kennedy Center Production). The five lessons in the unit may be taught as a group or individually and, although rooted in the language arts, may be used to teach math, science, and other disciplines. The following lessons are part of the unit: "Lilly's Purple Plastic Purse": A Deeper Shade of Purple; "Lilly's Purple Plastic Purse": All Things Purple; "Lilly's Purple Plastic Purse": Jingly Coins; "Lilly's Purple Plastic Purse": Nifty Disguises; and "Lilly's Purple Plastic Purse": Safe Bike Behavior. Each lesson offers an overview; suggests length and grade level; lists subjects and subtopics; cites dimensions of learning and intelligences being addresses; notes equipment and materials needed; lists teacher resources; and addresses National Standards for Arts Education and other standards. Each lesson also identifies instructional objectives and strategies; provides a detailed, step-by-step instructional plan; suggests assessment and extension activities; and lists teacher references. (NKA)

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Curricula, Lessons and Activities

Curriculum Unit Detail

Lilly's Purple Plastic Purse

This unit supports the book (and Kennedy Center production of) *Lilly's Purple Plastic Purse*. The lessons my be taught as a group or individually.

The following lessons are part of this unit:

- Lilly's Purple Plastic Purse: A Deeper Shade of Purple
- Lilly's Purple Plastic Purse: All Things Purple
- Lilly's Purple Plastic Purse: Jingley Coins
- Lilly's Purple Plastic Purse: Nifty Disguises
- Lilly's Purple Plastic Purse: Safe Bike Behavior

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CS 511 353

The Kennedy Center ARTSEDGE

Curricula, Lessons and Activities

Lilly's Purple Plastic Purse: A Deeper Shade of Purple
(Part of Curriculum Unit Lilly's Purple Plastic Purse)

Resource Type: lesson

Length: 1 day

Grade: 2,3

Subjects: Math, Science, Visual Arts

Subtopics: Painting

Intelligences Being Addressed:
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Logical/Mathematical Intelligence
- Visual/Spatial Intelligence

Dimensions of Learning:
- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge
- Productive habits of the mind

Overview: The color purple is studied. Students observe that a variety of

objects are all the color of purple, and they classify the objects in several ways. Students see purple created when translucent film of red and blue are put on top of each other. Then, students mix red and blue paint to make purple hues and create portraits of characters from *Lilly's Purple Plastic Purse*. A "Light Bulb Lab" activity follows, in which students record a visual or written list of purple objects.

Equipment:

- Computer Mac or PC with Internet access

Media & Materials:

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies:

- Pencils
- One copy for each student of the Light Bulb Lab Journal

Other Materials:

- Measuring spoons
- A floor Venn diagram (can be plastic or taped on the floor in the shape of the diagram).

FOR SORTING: A variety of purple objects are needed.

- Flowers (real or silk): irises, lilacs, violets, or pansies.
- Food (real or plastic): eggplant, grapes, raspberries, or plums.
- Several purple objects, such as a letter, puppet, sock, or even a plastic purse for sorting in a variety of ways.

FOR COLOR FILM:

- Translucent red and blue report covers or theatrical light gels.

FOR COLOR MIXING:

- Red, blue, white, and black tempera paint.

- Mixing palettes or saucers.
- Stirring sticks.

FOR PURPLE PORTRAITS:

- Paint brushes.
- Water.
- Bowl or glass of water per group.
- White paper.

FOR PURPLE SWIRL (optional follow up):

- Frozen grape concentrate.
- Yogurt or soft ice cream.
- Spoon.
- Glasses.

Related Textbooks:

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Crayola**
  http://www.crayola.com/

  This educational and entertaining site includes activities for kids, lesson plans for teachers, information and materials for parents, and much more for all arts and crafts lovers.

- **KinderArt**
  http://www.kinderart.com/

  This site is your gateway to the many lesson plans available at KinderArt, which cover various art styles and media. The site also provides helpful reference material in its "Art Library."

General Internet Resources:

- **Color Matters**
  http://www.colormatters.com/

  This site is incredibly informative! It provides some starting

points for an exploration of color through a variety of disciplines: physiology, psychology, philosophy, and art.

- **NyeLabs.com**
  http://www.billnye.com

  This site provides fun interactive activities on various science-related topics. It's a great source for finding fun and unique ways to make science come alive in your classroom.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Math #1, #4, #6, #9
- Science #10, #14, #15

Source of Standards: McRel, ArtsEdge

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

1. Students will identify the color purple.
2. Students will sort purple objects in a variety of ways.
3. Students will create the color purple by mixing red and blue.
4. Students will create hues of purple by mixing different amounts of red and blue and blending white and black into

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purple.
5. Students will create a purple portrait of a character from the play.
6. Students will mix a purple snack.

Strategies:

- sorting and classifying
- class discussion
- individual work

Instructional Plan:

WARM UP:

1. Teacher displays purple props, such as flowers (iris, violet, lilac, pansy), fruits (eggplant, plum, grape, raspberry), and purple blocks, purse, letters, or socks.
2. Students discuss what all of the objects have in common.

INTRODUCTORY ACTIVITY:

Students sort the purple objects in a variety of ways using a floor Venn diagram. Some ways to sort could include:

- living/non-living
- food/not food
- things to play with/not a play thing
- dark purple/medium purple/light purple
- red purple/blue purple

GUIDED PRACTICE:

Ask students to guess what two primary colors make purple, then demonstrate the answer with the activities below.

TRANSPARENT COLOR BLEND (as a whole class):

1. Take red and blue transparent covers or theatrical light gels and place one on top of the other.
2. Discuss what color now shows through.
3. You can view this image as an example.

PAINT MIX (individually, in pairs, or as a group):

1. Students are given equal amounts of red and blue tempera

paint to mix with pallets or on saucers. They are to use this purple as the original color. Divide the purple paint into fourths. Set about a fourth of this aside and do not blend anything else with it.

2. Students are given a bit more red. Add this to one of the fourths of the purple originally mixed. Blend. Set this aside. Do not blend anything else with this color.
3. Students are given a bit more blue. Add this to another one of the fourths of the purple originally mixed. Blend and set aside. Do not blend anything else with this color.
4. Divide the last of the remaining purple in half. Add white to one half. Add black to the other half. Blend.
5. Discuss the differences in hues and how they were achieved. Do any of these colors match the props from the warm up? Does every mix identically match each other? Where would you use the white blend (Answer: to show where the light is coming from)? Where would you use the black blend (Answer: to show where the shadow is)?

Go to www.crayola.com and try to match the hues created in class with those named in their database.

INDEPENDENT PRACTICE:

1. Characters from the play, *Lilly's Purple Plastic Purse* are listed on the board.
2. Students select a character from the book and create a portrait.
3. Students use only the blended purple hues to paint the character's portrait (monochromatic color scheme).
4. Students' work is discussed and displayed.
5. Students write observations or put samples of colors in Light Bulb Lab Journals.

Assessment:

1. Objects were sorted by type correctly.
2. Directions were followed and purple was created when mixing red and blue.
3. The colors with purple hues were created when extra red, blue, white, and black were added.
4. Purple portraits of characters from Lilly's Purple Plastic Purse were painted.

Extensions:

For fun, make a "Purple Swirl":

1. Swirl a tablespoon of frozen grape concentrate into a ½ cup of yogurt or soft ice cream.
2. Taste.

Teacher References:

Science Play; by Jill Frankel Hauser and Michael Kline; Williamson Publishing, 1998.

A Color Sampler; by Kathleen Westray; Ticknor & Fields, 1993.

The Science Book of Color; by Neil Ardley; Gulliver Books, 1991.

Color; by Ruth Heller; Putnam & Grosset, 1995.

Paints; by Henry Pluckrose and Chris Fairclough; Franklin Watts, 1987.

Royal Academy of Arts Painting; by Elizabeth Waters and Annie Harris; Dorling Kindersley, 1993.

Art Fun; by Kim Solga, Kathy Savage-Hubbard, and Rose C. Speicher; North Light Books, 1997.

Fun with Paints; by Moira Butterfield; Hamlyn Children's Books, 1994.

Arts and Crafts Skills, Painting; by Jane Bower; Children's Press, 1998.

Lilly's Purple Plastic Purse; by Kevin Henkes; Greenwillow Books, 1996.

Julius, The Baby of the World; by Kevin Henkes; Greenwillow Books, 1990.

Chester's Way; by Kevin Henkes; Greenwillow Books, 1988.

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Review Date:

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Curricula, Lessons and Activities

Lilly's Purple Plastic Purse: All Things Purple
(Part of Curriculum Unit Lilly's Purple Plastic Purse)

Resource Type: lesson

Length: 1 day

Grade: K,1

Subjects: Math, Science, Visual Arts

Subtopics: Design

Intelligences Being Addressed:
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Logical/Mathematical Intelligence
- Visual/Spatial Intelligence

Dimensions of Learning:
- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge
- Productive habits of the mind

Overview: In this lesson, the color purple is studied by identifying the color

among different objects. Students classify the objects in a variety of ways. Students create spinners of red and blue, which appear purple when spun, and mix red and blue food dye to create purple. They will create purple collages and conclude by writing a visual or written list of purple items in their Light Bulb Lab Journals.

Equipment:

- Computer Mac or PC with Internet access

Media & Materials:

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies:

- Scissors
- Glue
- One copy for each student of the Light Bulb Lab Journal

Other Materials:

- Clear measuring cups
- Compass
- A floor Venn diagram (can be plastic or taped on floor in the shape of the diagram)

FOR SORTING: A variety of purple objects are needed.

- Flowers (real or silk): irises, lilacs, violets, or pansies.
- Food (real or plastic): eggplant, grapes, raspberries, or plums.
- A variety of purple objects, such as a letter, puppet, sock, or even a plastic purse for sorting in a variety of ways.

FOR SPINNERS:

- Tag board cut into circles 5" in diameter.
- Red and blue tempera paint or markers.
- Toothpicks.

FOR COLOR MIXING:

- Clear glass or plastic cup.
- Water.
- Red and blue food dye.
- Plastic ziplock baggie.
- Shaving cream.

FOR COLLAGES:

- Magazines.
- Plain paper.

FOR PURPLE COW DRINK (optional follow up):

- Milk.
- Grape juice.
- Spoon.
- Glasses.

Related Textbooks:

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Crayola**
  http://www.crayola.com/

  This educational and entertaining site includes activities for kids, lesson plans for teachers, information and materials for parents, and much more for all arts and crafts lovers.

- **KinderArt**
  http://www.kinderart.com/

  This site is your gateway to the many lesson plans available at KinderArt, which cover various art styles and media. The site also provides helpful reference material in its "Art Library."

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http://www.colormatters.com/

This site is incredibly informative! It provides some starting points for an exploration of color through a variety of disciplines: physiology, psychology, philosophy, and art.

- **NyeLabs.com**
  http://www.billnye.com

  This site provides fun interactive activities on various science-related topics. It's a great source for finding fun and unique ways to make science come alive in your classroom.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Math #1, #4, #5, #6, #9
- Science #10, #14, #15

Source of Standards: McRel, ArtsEdge

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

1. Students will identify the color purple.
2. Students will sort purple objects in a variety of ways.
3. Students will create the color purple by mixing red and

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blue.
4. Students will create a purple collage.
5. Students will mix a purple drink.

Strategies:

- sorting and classifying
- class discussion
- individual work

Instructional Plan:

WARM UP:

1. Display purple props such as flowers (iris, violet, lilac, pansy), fruits (eggplant, plum, grape, raspberry), and purple blocks, purses, letters, or socks.
2. Students discuss what all of the objects have in common.

INTRODUCTORY ACTIVITY:

Students sort the purple objects in a variety of ways using a floor Venn diagram. Some ways to sort could include:

- living/non-living
- food/not food
- things to play with/not a play thing
- dark purple/light purple
- purple/blue purple

GUIDED PRACTICE:

Ask students what two primary colors make purple. Students will prove their answers by making a spinning top individually:

1. Students are given a 5" tag board circle.
2. The circle is divided into eight even wedges (either by the students or teacher).
3. The wedges are colored alternately red and blue using either markers or paints.
4. Once dry, a toothpick is stuck through the center of the circle.
5. Students spin this like a top to see the color purple.

Students create a shaving cream mix (individually, in pairs, or as a

whole class):

1. Squirt some foamy shaving cream into a clear plastic bag.
2. Drop red food coloring on one side and blue food coloring on the other side.
3. Seal the bag and squish the cream until the colors mix to make purple.

Students create a water mix (in pairs, as a small group, or as a whole class):

1. Fill a clear jar or glass with water.
2. Add food coloring one drop at a time and watch the colors slowly blend to make new colors.
3. Drop 3 to 4 colors of red + 2 drops of blue.
4. In another glass, drop 3 to 4 colors of blue + 2 drops of red.

INDEPENDENT PRACTICE:

1. Students use magazines, glue, and a plain base paper to create a collage of all things purple. Students can look at this collage by Pablo Picasso for ideas.
2. Completed work is discussed about its "purpleness" and displayed.
3. Write or draw purple things in the Light Bulb Lab Journal under "Fabulous things to do."

Assessment:

1. Objects were sorted by type correctly.
2. Spinners were divided in even eighths.
3. Directions were followed and purple was created when mixing red and blue.
4. The colors of the collage created were of purple hues.

Extensions:

For fun, make a "Purple Cow" drink:

1. Pour 2/3 cup (150ml) of milk and 1/3 cup (75 ml) of grape juice in a glass.
2. Taste.

Teacher

Science Play; by Jill Frankel Hauser and Michael Kline;

References:

Williamson Publishing, 1998.

A Color Sampler; by Kathleen Westray; Ticknor & Fields, 1993.

The Science Book of Color; by Neil Ardley; Gulliver Books, 1991.

Color; by Ruth Heller; Putnam & Grosset, 1995.

Paints; by Henry Pluckrose and Chris Fairclough; Franklin Watts, 1987.

Royal Academy of Arts Painting; by Elizabeth Waters and Annie Harris; Dorling Kindersley, 1993.

Art Fun; by Kim Solga, Kathy Savage-Hubbard, and Rose C. Speicher; North Light Books, 1997.

Fun with Paints; by Moira Butterfield; Hamlyn Children's Books, 1994.

Arts and Crafts Skills, Painting; by Jane Bower; Children's Press, 1998.

Lilly's Purple Plastic Purse; by Kevin Henkes: Greenwillow Books, 1996.

Julius, The Baby of the World; by Kevin Henkes; Greenwillow Books, 1990.

Chester's Way; by Kevin Henkes; Greenwillow Books, 1988.

Berry Smudges and Leaf Prints—Finding and Making Colors from Nature; by Ellen B. Senisi; Dutton Children's Books; 2001.

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Curricula, Lessons and Activities

Lilly's Purple Plastic Purse: Jingley Coins
(Part of Curriculum Unit Lilly's Purple Plastic Purse)

Resource Type: lesson

Length: 1 day

Grade: K,1,2,3

Subjects: Math, Performing Arts, Science, Social Studies, Visual Arts

Subtopics: Dance, Design, Geography, Music

Intelligences Being Addressed:

- Bodily/Kinesthetic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Logical/Mathematical Intelligence
- Musical/Rhythmic Intelligence
- Verbal/Linguistic Intelligence
- Visual/Spatial Intelligence

Dimensions of Learning:

- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge
- Productive habits of the mind

Overview: In *Lilly's Purple Plastic Purse*, Lilly gets into trouble for interrupting class to show off her 3 shiny quarters and her purple plastic purse, which makes music when it is opened. Students play with different kinds of coins to see which ones make the loudest and softest sounds. They locate the states represented by the new U.S. quarters on a map. They then make a purple purse that can also function as a percussion instrument. Finally, students perform a dance using the coins and musical purse as percussion instruments.

Equipment:

- Computer Mac or PC with Internet access

Media & Materials:

- Image Wall map of the United States,

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies:

- crayons
- markers
- colored pencils
- pencils
- one copy for each student of the Light Bulb Lab Journal.

Other Materials:

1. The text, *Lilly's Purple Plastic Purse*.
2. All of the 50 state quarters (or as many as have been made).
3. Shiny new coins. Three each of the following:
    a. Pennies
    b. Nickels
    c. Dimes
    d. Quarters (the most recent ones in the state collection)
    e. Half dollars
    f. Dollar coins
4. Six small non-transparent containers that will fit three coins of any size, such as a film canister or small covered cream cheese tubs.
5. Index cards with A, B, C, D, E, and F written on it.

6. White paper plates or white paper bowls.
7. Beans, buttons, or pennies to shake inside an instrument.
8. Stapler and staples.
9. Yarn or ribbon.
10. United States map, fairly simple with state outlines and names, enough for each student. One is available from National Geographic Expeditions, but any can be used.

Related Textbooks:

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Crayola**
  http://www.crayola.com/

  This educational and entertaining site includes activities for kids, lesson plans for teachers, information and materials for parents, and much more for all arts and crafts lovers.

- **KinderArt**
  http://www.kinderart.com/

  This site is your gateway to the many lesson plans available at KinderArt, which cover various art styles and media. The site also provides helpful reference material in its "Art Library."

- **United States Mint: Kids Site**
  http://www.usmint.gov/kids/

  This Web site for kids provides excellent educational games, cartoons, information about U.S coins, and an interactive U.S. history timeline. Resources, lesson plans, and project ideas for teachers are available as well.

General Internet Resources:

- **Dallas Symphony Orchestra**
  http://www.dsokids.com/index.asp

  On this site, kids will find educational games and exciting stories to read, among many other online activities. Music

resources, lesson ideas, and Dallas Symphony concert information are available for adult visitors as well.

- **New York Philharmonic Kidzone**
  http://www.nyphilkids.org/

  This site offers in-depth information on instruments and music education. It is an interactive cartoon site where children may explore different instruments, visit the composers' gallery, and even create their own instruments!

National Standards for Arts Education:

- K-4 Dance Content Standard 1 : Identifying and demonstrating movement elements and skills in performing dance
- K-4 Dance Content Standard 2 : Understanding choreographic principles, processes, and structures
- K-4 Dance Content Standard 3 : Understanding dance as a way to create and communicate meaning
- K-4 Dance Content Standard 4 : Applying and demonstrating critical and creative thinking skills in dance
- K-4 Music Content Standard 2 : Performing on instruments, alone and with others, a varied repertoire of music
- K-4 Music Content Standard 3 : Improvising melodies, variations, and accompaniments
- K-4 Music Content Standard 8 : Understanding relationships between music, the other arts, and disciplines outside the arts
- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Geography #1, #2
- Math #1, #6, #9
- Science #12, #15

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Source of Standards: McRel, ArtsEdge

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

1. Students will shake a container and identify the loudest and softest sounds using three coins of each of the following: penny, nickel, dime, quarter, half dollar, and dollar coin.
2. Students will locate the states on a map represented on each of the 50 quarters.
3. Students will number the states by entry into the union of states known as the United States.
4. Students will make a musical purse by making a flat maraca/tambourine.
5. Students will express a variety of emotions presented in the play through free dance and improvisational music playing.

Strategies:

- problem solving
- class discussion
- individual work

Instructional Plan:

WARM UP:

1. In *Lilly's Purple Plastic Purse*, Lilly got into trouble because she disrupted Mr. Slinger's class with her need to show off her movie star glasses, her three new shiny quarters, and her purple plastic purse that played a tune.
2. Can shaking coins make a lot of noise when shaken together? Does it depend on the container that holds the coins? Would coins make more noise in your hands or in a container? Explain your reasoning. (Answer: Containers. Because they are of a harder material than your hands.)
3. List the kinds of American coins.
4. Which kind of coin will make the loudest noise? The softest noise? Write your prediction in the Light Bulb Lab Journal.

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INTRODUCTORY ACTIVITY:

1. Display six small non-transparent canisters or containers with the letters A-F on an index card in front of each one. Inside each container is three of one type of the following: pennies, nickels, dimes, quarters, half dollars, and dollar coins. The newer the coin, the better. (Writing the names and values of the coins on the board will be helpful.)
2. In their Light Bulb Lab journals, students predict which coins will make the loudest and softest noise. They explain their reasoning.
3. Students go to each container and shake it. They record the container's letter and write a prediction of the type of coins that are inside.
4. After all students have tested each container, they write which one made the loudest and softest noise. A class survey is made of each choice.
5. Students voice their predictions about what coin each container has in it. A tally of each is recorded on the board.
6. The containers are checked to see which coins are inside each. The students discuss how accurate their predictions were.
7. Students discuss the loudest and softest coin sounds. The reasons for noise might be diameter, material, thickness, or weight of coin.

GUIDED PRACTICE:

1. Lilly had three shiny new quarters in her purple plastic purse. Does anybody collect the new quarters from all 50 U.S. states?
2. The U.S. Mint produces a new quarter every 10 weeks and has done so since 1999. Place the issued quarters on a wall-sized U.S. map.
3. Hand out U.S. maps with state outlines and state names to each student.
4. Students locate the states for which quarters were made and record when each of these states joined the U.S. Then they number the states from 1 to *n* (*n* represents the number of different state quarters in possession), starting with the state that entered the U.S. first.
5. Students can check the U.S. Mint Web site for more information. This will give them the date of state entry, brief state information, and the date the coin was released.

INDEPENDENT PRACTICE:

1. Lilly was also showing off a musical purple plastic purse. Students will make a purple purse that is also a musical instrument.
2. Give out two white paper plates or white paper bowls to each student. Each student should also get something to put inside, such as beans or pennies, that will make noise when the purse is shaken. A small piece of yarn or ribbon for the handle is also distributed.
3. Students use markers, crayons, or colored pencils to make a design for their version of Lilly's purple purse. Decorate both sides of what will be outside of the purse (the back side of the plate or bowl).
4. Match up the edges. Put one plate over the other plate (or one bowl over the other bowl) so that there is space for objects to move around inside.
5. Staple fairly closely around the edges so that the objects will remain inside. Leave a small space to place the objects used for shaking inside. Insert the objects in this space and staple the space closed.
6. Add the yarn or ribbon handle to the outside of the purse. Staple it.
7. If some students are finished with their purses, they can try to make additional instruments while the rest of the class finishes.

CLOSURE:

1. At the end of the play, Mr. Slinger and Lilly danced for fun. Lilly went through a variety of emotions in the play. Some were:
    a. Joy at going to school
    b. Love of friends
    c. Furious anger at Mr. Slinger
    d. Regret at her anger
    e. Dread at her nasty letter being read by Mr. Slinger
    f. Pride at being Lilly, queen of everything
    g. Excitement about her new things
    h. Bravery at scaring the bullies
    i. Jealousy over Julius
    j. Boredom in the uncooperative chair
2. Students will use their bodies to dance and their purse instrument to play to express Lilly's emotions. Students can either do this as a class dance, a group dance, a pair dance, or an individual dance. Kindergartners and first graders do better in a group situation and use the teacher's

lead as an inspiration for their dance. Second and third graders can dance as a group, in pairs, or individually.

3. If students are working in groups, pairs, or as individuals, they could select an emotion to dance or pull it out of a hat. They rehearse and perform it. The class guesses which one was performed.

Assessment:

1. Students made predictions and recorded data in journals about the coins in containers.
2. Students correctly located the states represented by quarters on the map, put the entry date on the state, and put a number under each indicating when it entered the United States.
3. The musical purse (flat maraca/tambourine) was made following directions.
4. Students danced their versions of Lilly's emotions.

Extensions:

Teacher References:

Lilly's Purple Plastic Purse; by Kevin Henkes; Greenwillow Books, 1996.

Making Musical Things; by Ann Wiseman; Charles Scribner's Sons, 1979.

Kids Make Music; by Avery Hart, Paul Mantell, and Loretta Trezzo Braren; Williamson Publishing, 1993.

"Musical Maracas"; Crayola.com Inspiring Ideas; Binney & Smith, Inc., 2000.

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Review Date:

ARTSEDGENotes:

http://artsedge.kennedy-center.org/teaching_materials/curricula/curriculum.cfm?curriculum_id=254&mode=full

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Curricula, Lessons and Activities

Lilly's Purple Plastic Purse: Nifty Disguises
(Part of Curriculum Unit Lilly's Purple Plastic Purse)

Resource Type: lesson

Length: 1 day

Grade: K,1,2,3

Subjects: Language Arts, Math, Visual Arts

Subtopics: Design, English, Literature

Intelligences Being Addressed:
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Logical/Mathematical Intelligence
- Visual/Spatial Intelligence

Dimensions of Learning:
- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge
- Productive habits of the mind

Overview: In *Lilly's Purple Plastic Purse*, Lilly loves to wear nifty disguises.

Students will help Lilly decide which nifty disguise she will wear out of a choice of 4 masks and 3 dresses through problem solving and by using a chart. Students will create a mask using either paper plate or store-bought eye masks. Students will have a mask parade and write in their Light Bulb Lab Journals.

Equipment:

- Computer Mac or PC with Internet access

Media & Materials:

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies:

- white glue
- scissors
- crayons
- markers
- colored pencils
- one copy for each student of the Light Bulb Lab Journal

Other Materials:

1. Fake nose and glasses
2. Homemade monster mask
3. Crown and red cape
4. Movie star sunglasses
5. Drawing of a solid purple dress, a dotted purple dress, and a striped purple dress
6. Plain Band-aids
7. White paper plates or store-bought cloth or plastic eye masks (enough for each child plus a few extra for accidents)
8. For decorating the mask: sequins, fancy trim, bits of felt or fabric, netting, beads, wall paper samples, ribbon, feathers, pom-poms, and glitter
9. For holding the mask together: white glue or glue gun (adult use only), hole punch, yarn, masking tape, paper clips, and popsicle stick or chopstick

Related Textbooks:

Lilly's Purple Plastic Purse; by Kevin Henkes; Greenwillow Books, 1996.

Julius, The Baby of the World; by Kevin Henkes; Greenwillow Books, 1990.

Chester's Way; by Kevin Henkes; Greenwillow Books, 1988.

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Aqayuliyararput: Our Way of Making Prayer**
  http://www.conexus.si.edu/map/yupgal.htm

  This site provides a wealth of information on Native American Yup'ik and Inupiaq masks and culture.

- **Asian Costume Links**
  http://www.costumes.org/pages/asiancostlinks.htm

  This site provides a plethora of links related to Asian costumes.

General Internet Resources:

- **Crayola**
  http://www.crayola.com/

  This educational and entertaining site includes activities for kids, lesson plans for teachers, information and materials for parents, and much more for all arts and crafts lovers.

- **Education Place: Kids Place**
  http://www.eduplace.com/kids/

  Eduplace is designed to supplement Houghton Mifflin's text books. Teachers can expand their activities in Reading, Math, and Social Studies. The kid's section has games, brain teasers, and other activities for each grade level.

- **KinderArt**
  http://www.kinderart.com/

  This site is your gateway to the many lesson plans available at KinderArt, which cover various art styles and media. The site also provides helpful reference material in

its "Art Library."

- **MathSURF**
  http://www.mathsurf.com/

  Text book publisher Scott Foresman created this site to supplement Prentice Hall's text materials. Subjects are divided into grade levels. The activities are designed to help your child or student improve his or her math skills.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Math #1, #6, #8, #9

Source of Standards: McRel, ArtsEdge

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

1. Students will identify the disguises Lilly wears in *Lilly's Purple Plastic Purse*, *Julius the Baby of the World*, and *Chester's Way*.
2. Students will problem solve to help Lilly create a nifty disguise using 4 masks and 3 dresses.
3. Students keep a record of their predictions and answers.
4. Students will plan and create a mask.

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Strategies:

- Problem-solving
- Class discussion
- Individual work

Instructional Plan:

WARM UP:

1. Give each student a plain Band-aid and let the student put it wherever he/she wants.
2. Ask students why Lilly put Band-aids on herself. (She wore them to feel brave.) Ask the students if they feel braver.
3. Lilly wore a variety of disguises in the play, *Lilly's Purple Plastic Purse*. Discuss which ones the class noticed.
4. Skim through the following books that the play is based on for the class, and point out pictures: *Lilly's Purple Plastic Purse*, *Julius the Baby of the World*, and *Chester's Way*. Ask students to look for the various ways Lilly wears nifty disguises. Some disguises she wears are the following:

   Lilly's Purple Plastic Purse: gold crown with red cape, false nose and glasses, and movie star glasses.

   Julius the Baby of the World: gold crown with red cape, scary mask, black top hat and cape with mustache, and false nose and glasses.

   Chester's Way: gold crown with red cape, scary mask, big hat with purple feather, cat costume and mask, cowboy hat, paper bag with face on it, black eye mask with newspaper hat, and blind man glasses with cane.

5. Why did Chester and Wilson recognize Lilly in her nifty disguise? (They noticed her red cowboy boots with a white star.)

INTRODUCTORY ACTIVITY:

Discuss how Lilly's disguises helped change her personality and behavior in good and bad ways. For example:

- Gold crown with red cape: Gave Lilly confidence; she

pretended that she was the queen of everything.
- Scary mask: Gave Lilly permission to scare her baby brother Julius.
- Cat costume and mask: Gave Lilly a safe way to scare the bullies away from Chester and Wilson.
- False nose and glasses: Gave Lilly a way to be silly to the world.

Ask again if the Band-aids have made them feel brave yet? Has anyone noticed other kids who put on or asked for Band-aids when they didn't need them? Why do you think she/he did it?

GUIDED PRACTICE:

Have you ever had a problem choosing a nifty disguise, perhaps for Halloween? Discuss.

Lilly must choose a nifty disguise and a dress. How many different choices can she make? What will they look like? Her choices are:

- movie star glasses
- false nose and glasses
- gold crown and red cape
- homemade scary mask
- dresses: solid purple; dotted purple; and striped purple

Students write their predictions in their Light Bulb Lab journals.

Kindergarten and first grade students may need to use props to solve the problem. As the props are displayed and nifty disguises made, they should write or draw in their journals. A work sheet could be created with 4 crowns, 4 false nose and glasses, 4 scary masks, 4 movie star sunglasses, 4 solid dresses, 4 dotted dresses, and 4 striped dresses. There will be extra items left. The pairs of disguises will be cut and glued into the journals.

Second and third graders should be more independent. Students can draw out each nifty disguise or create a written chart about each possible match.

Check to see if twelve different nifty disguises are made.

INDEPENDENT PRACTICE:

Students create their own nifty disguises by making a mask.

PAPER PLATE MASK:

- Plain white paper plate is given out. The teacher gently feels where each student's eyes are and lightly marks the mask. Students cut out a shape for the eyes.
- Holes are punched into both sides of the mask. Yarn is attached for tying around the head. OR a popsicle stick or chopstick is glued to one side of the mask and held by hand.
- Materials that can be used are displayed.
- Plan what the mask will look like and what materials will be used. Record in Light Bulb Lab journal.
- The plate is then decorated with markers, crayons, and whatever materials have been gathered. Use glue, masking tape, and paper clips to help keep things on the mask.
- Make sure that the glue is dry before putting the mask on.

EYE MASK:

- Store bought cloth or plastic eye masks are given out.
- Materials that can be used are displayed.
- Plan what the mask will look like and what materials will be used. Record in Light Bulb Lab journal.
- The eye mask is then decorated on the front of the mask from the bottom layer up. Glue or tape items on. More items at the bottom edge of the mask will hide the lower part of the face. Use paper clips to hold things in place while the glue sets.
- Glue or tape a popsicle stick or chopstick to the back side of the finished mask.
- Make sure that the glue is dry before putting the mask on.

Assessment:

1. Were different nifty disguises identified and were the answers identified and recorded? They should include the following:

   Movie Star Glasses/Solid Purple Dress
   False Nose and Glasses/Solid Purple Dress
   Crown and Red Cape/Solid Purple Dress
   Scary Mask/Solid Purple Dress
   Movie Star Glasses/Dotted Purple Dress
   False Nose and Glasses/Dotted Purple Dress
   Crown and Red Cape/Dotted Purple Dress
   Scary Mask/ Dotted Purple Dress

Movie Star Glasses/Striped Purple Dress
False Nose and Glasses/Striped Purple Dress
Crown and Red Cape/Striped Purple Dress
Scary Mask/Striped Purple Dress

2. Were the plans for the mask recorded?
3. Were masks made following directions?

Extensions:

Have a mask fashion show.

You could also talk about how costumes and masks are used in different countries. Explore the following Internet resources:

- Dragon Robes of China's Last Dynasty
- Korean Masks
- Asian Costume Links
- Native American Yup'ik Masks
- The Art of the African Mask

Students can also view the Kennedy Center's Lilly's Purple Plastic Purse Cuesheet to learn more information about Lilly's story and about the production of plays. The Cuesheet also contains activities students can do in conjunction with the story.

Teacher References:

Lilly's Purple Plastic Purse; by Kevin Henkes; Greenwillow Books, 1996.

Julius, The Baby of the World; by Kevin Henkes; Greenwillow Books, 1990.

Chester's Way; by Kevin Henkes; Greenwillow Books, 1988.

Making Cool Crafts and Awesome Art; by Robert Gould; Williamson Publishing, 1998.

The Muppets Big Book of Crafts; by the Muppet Workshop, Stephanie St. Pierre, Cheryl Henson, John E. Barrett, Stephanie Osser, and Matthew Fox; Workman Publishing, 1999.

Puppets and Masks; Stagecraft and Storytelling; by Nan Rump; Davis Publications, 1996.

http://www.crayola.com; "Fantasy Masks": Crayola Inspiring Ideas;

Binney & Smith, Inc., 2000.

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Review Date:

ARTSEDGENotes:

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Curricula, Lessons and Activities

Lilly's Purple Plastic Purse: Safe Bike Behavior
(Part of Curriculum Unit Lilly's Purple Plastic Purse)

Resource Type: lesson

Length: 1 day

Grade: K,1,2,3

Subjects: Performing Arts, Physical Ed. And Health, Visual Arts

Subtopics: Health, Music, Theater

Intelligences Being Addressed:
- Bodily/Kinesthetic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Musical/Rhythmic Intelligence
- Verbal/Linguistic Intelligence
- Visual/Spatial Intelligence

Dimensions of Learning:
- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge
- Productive habits of the mind

Overview: The teacher takes the part of "Helmet Man/Woman", a

"spokesperson" for safe bike behavior (or uses a doll or puppet to take the part of "Helmet Man/Woman"). Bicycle and helmet safety are modeled and practiced by the students through drama, dance, and music. Students then take one safe bicycle behavior and create a cartoon about it.

Equipment:

- Computer Mac or PC with Internet access

Media & Materials:

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies:

- bicycle helmets
- pencils, crayons, and markers
- one copy for each student of the Light Bulb Lab Journal.
- one copy for each student of Bike Safety Cartoon Sheet.
- printout of the Bike Helmet Safety handout from the Consumer Product Safety Commission.

Other Materials:

- A bicycle
- A bicycle helmet with the name "Helmet Man/Woman" on it (perhaps on an index card taped to the front)
- Bright clothing
- Two large circles divided into eight sections
- Sixteen triangular wedges (see specifications below) that fit into each of the sections, cut and velcroed into place. (This is suppose to look like a bicycle's spokes and wheels. It could be carried in by "Helmet Man/Woman.")
- Pictures or props of stop signs or stop lights
- Small cars and trucks
- A sign saying: "IF YOU'RE NOT WEARING A HELMET, YOU'RE NOT USING YOUR HEAD!" or "USE YOUR HEAD, WEAR A HELMET!"

Each wedge should have safe bike behaviors on them. They could include the following *(words in italics are suggestions for*

how students could present each behavior):

1. Wear a bicycle helmet each time you ride a bike. *(Drama presentation)*
2. When riding with others, stay in a single file line. Keep a safe distance from other bicycle riders. *(Dance: a conga line or bunny hop)*
3. Always look before changing lanes or turning. *(Dance)*
4. Use hand signals when turning or stopping. *(Dance)*
5. Keep to the right-hand side of the road, with the flow of traffic. *(Music: rap or rhyme titled "Go with the Flow")*
6. Obey all traffic laws, including stop signs and stop lights. *(Music: tune titled "I Am Stuck on Band-Aids")*
7. Keep both hands on the handle bars, except when doing turn signals. *(Dance or drama skit illustrating what could happen if you don't keep hands on the bars)*
8. Walk your bike across busy streets. *(Music: rap or rhyme)*
9. Always stop and check for traffic when leaving your driveway, alley, or sidewalk. Look left, then right, then left again before going on. *(Drama skit)*
10. Make sure cars and pedestrians have the right of way. *(Drama or dance)*
11. Remember the 3 "no's": NO SURFING, NO STUNTS, and NO ADDITIONAL RIDERS ON YOUR BIKE. *(Drama skit)*
12. Wear bright clothes to be seen while bike-riding. *(Music: a round to the tune of "Make New Friends")*
13. Don't ride at night but if you must, put your headlight on. *(Music: rap or rhyme)*
14. Use your horn or bell to signal others of your passing. *(Music)*
15. Keep both wheels on the ground. *(Drama)*
16. Check your chain, tire pressure, and brakes regularly. *(Drama or dance)*

Related Textbooks:

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Bikes and In-Line Skates Kids Page**
  http://www.nysgtsc.state.ny.us/kid-bike.htm#top

  This site, sponsored by the NYS Department of Motor

Vehicles, contains safety information and student activities related to bike-riding, including a coloring activity.

- **Human Body Adventure**
  http://vilenski.org/science/humanbody/index.html

  In this kid-friendly interactive expedition by Life Science Connections, students will learn about the systems of the body, interpret graphs, learn vocabulary, and see diagrams. Students will also be able to take self-quizzes along the way.

- **KidsHealth**
  http://www.kidshealth.org/

  KidsHealth, created by The Nemours Foundation Center for Children's Health Media, provides doctor-approved health information about children. KidsHealth has separate areas for kids, teens, and parents, each with its own age-appropriate content.

General Internet Resources:

National Standards for Arts Education:

- K-4 Dance Content Standard 3 : Understanding dance as a way to create and communicate meaning
- K-4 Dance Content Standard 4 : Applying and demonstrating critical and creative thinking skills in dance
- K-4 Dance Content Standard 7 : Making connections between dance and other disciplines
- K-4 Music Content Standard 1 : Singing, alone and with others, a varied repertoire of music
- K-4 Music Content Standard 3 : Improvising melodies, variations, and accompaniments
- K-4 Music Content Standard 4 : Composing and arranging music within specified guidelines
- K-4 Music Content Standard 8 : Understanding relationships between music, the other arts, and disciplines outside the arts
- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 6 : Comparing and connecting art forms by describing theatre, dramatic media

(such as film, television, and electronic media), and other art forms
- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the National Standards for Arts Education

Other National Standards:
- Health #2, #5
- Physical Education #1, #2, #5

Source of Standards: McRel, ArtsEdge

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:
1. Students will identify safe bike-riding behaviors.
2. Students will practice hand signals.
3. Students will practice wearing helmets correctly.
4. Students will sing, dance, or act to represent a safe bike-riding behavior.
5. Students will create a cartoon to illustrate a safe bike-riding practice.
6. Students will use the Light Bulb Lab Journal to record work.

Strategies:
- Teacher as actor (or puppeteer)
- Cooperative groups
- Creative problem solving

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- Real-life skills modeled and practiced

Instructional Plan:

WARM UP:

1. Teacher dresses in bright clothing, walks in with a bike, and puts on a bicycle helmet with the words, "Helmet Man/Woman" on it. (Teachers may also use a doll, dressed as a cyclist or a puppet.)
2. Announce that you, "Helmet Man/Woman," are here as a "spokesperson" for bicycle behavior.
3. Discuss the bicycle dance that Chester and Wilson did in the play, *Lilly's Purple Plastic Purse*. What safe and unsafe bike behaviors did those two mice demonstrate? List these on the board.

INTRODUCTORY ACTIVITY:

1. Ask students to think of safe bike behaviors. List these on the board.
2. Put up the two circles with the detachable wedges of safe bicycle behaviors. (See the list of materials for 16 ideas for safe bike behaviors.)
3. Compare the wedges with the student suggestions.

GUIDED PRACTICE:

HAND SIGNALS

Chester and Wilson used hand signals. Let's learn and practice them. Students will mirror you.

- Left turn – Left arm is straight out to the side.
- Right turn – Left arm is bent in half with hand UP or right hand goes straight out.
- Stop or slow down – Left arm is bent in half with hand DOWN.

HELMET DEMONSTRATION

One behavior that should be followed by ALL bike riders is wearing a helmet. "Wearing a helmet is using your head." Ask students why some people don't wear helmets.

Demonstrate the proper way to wear a helmet.

1. Wear it low on your forehead, 2 finger widths above the eyebrows.
2. Sit it evenly between your ears and flat on your head.
3. Tighten the chin-strap and adjust the pads inside.
4. Move your head up and down or side to side. If it slips, adjust it.

Give out the Bike Helmet Safety handout and have each student practice with his/her own helmet. Have pairs check on each other.

INDEPENDENT PRACTICE:

1. Have students get together in groups of four and create a bicycle using their bodies.
2. Give students five minutes to practice before they present.
3. Pull a wedge from one of the circles on the prop bicycle. As "Helmet Man/Woman," ask for help to demonstrate these safe bike behaviors.
4. Read the safe behavior to the class. Either ask for volunteers or create cooperative groups or pairs to dance or act out the behavior. (See the list of materials for suggestions on how to present each behavior.)
5. Students have a little time to practice, then they present the behavior to the class.

Assessment:

1. Students use hand signals correctly.
2. Students put helmets on correctly.
3. Students demonstrate an understanding of the safe bicycle behavior they are presenting.
4. Students create a clear presentation of a safe bike behavior in a cartoon format.

Extensions:

CLOSURE:

1. Students are given a handout of a cartoon format.
2. Students draw and write a cartoon about safe bicycle behavior (perhaps using "Helmet Man/Woman").
3. Finished products are posted around the room.
4. Teacher becomes himself/herself again. (This is an

important step for some younger students.)

Teacher References:

Lilly's Purple Plastic Purse; by Kevin Henkes; Greenwillow Books, 1996.

Julius, The Baby of the World; by Kevin Henkes; Greenwillow Books, 1990.

Chester's Way; by Kevin Henkes; Greenwillow Books, 1988.

Gus & Grandpa and the Two Wheeler Bike: by Claudia Mills; Farrar, Straus, and Giroux, 1999.

D.W. Rides Again; by Marc Brown; Little, Brown, & Co., 1996.

The Bicycle Book; by Gail Gibbons; Holiday House, 1999.

Bicycle Safety; by Nancy Loewn, Penny Dann, and Rudolf Steiner; Child's World, 1996.

"Ride the Right Way": A Bicycle Safety Lesson Plan; http://www-gse.berkeley.edu/program/dte/bicyclesafety.html; by Marissa Norris and Sam Platis.

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Review Date:

ARTSEDGENotes:

LIGHT BULB LAB JOURNAL

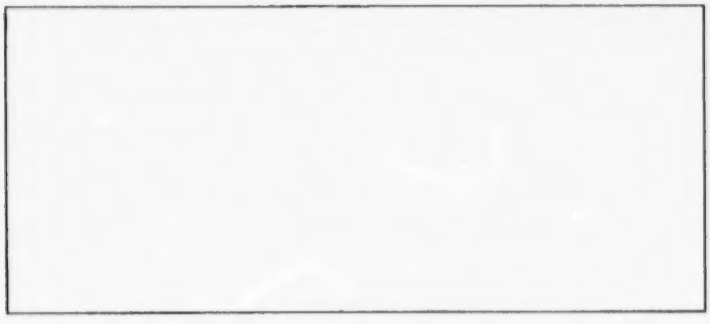
By

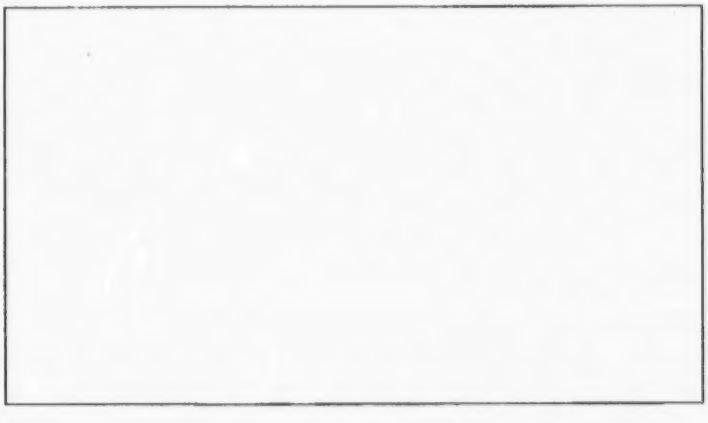
_____

Fabulous Things To Do

Inspired Ideas and Inventions

NIFTY DISGUISES





A Few of My Royal Subjects

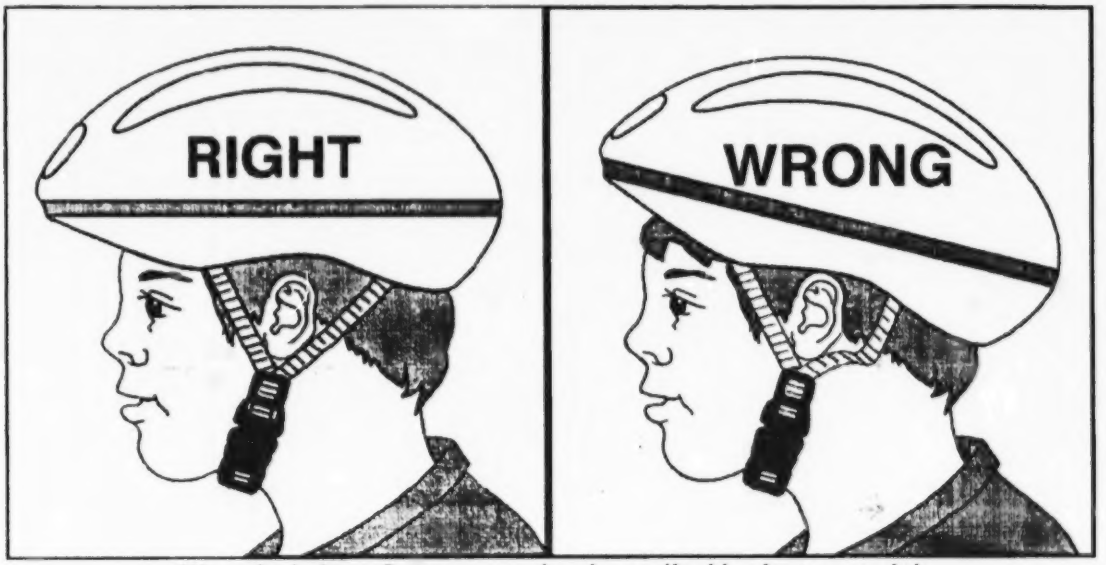
wow , just wow !

http://artsedge.kennedy-center.org/teaching_materials/curricula/curric/lilly/cartoon.html

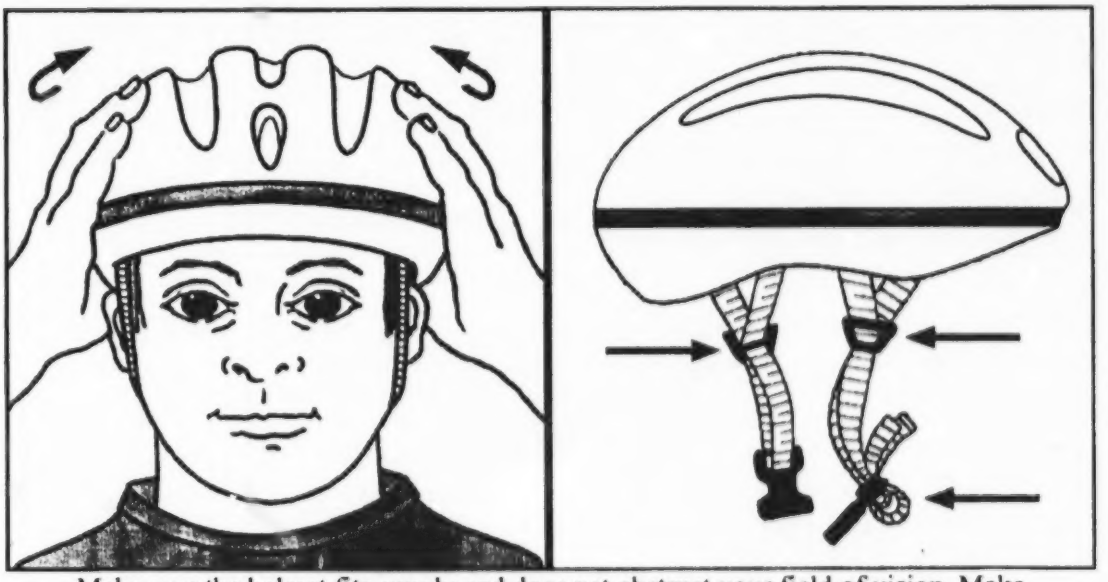
A BICYCLE SAFETY CARTOON by _____

http://www.cpsc.gov/kids/kidsafety/correct.html

Do you know the correct way to wear a helmet?



Wear the helmet flat atop your head, not tilted back at an angle!



Make sure the helmet fits snugly and does not obstruct your field of vision. Make sure the chin strap fits securly and that the buckle stays fastened.

Check our recall link to make sure your bicycle helmet has not been recalled.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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Educational Resources Information Center (ERIC)

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